

## Who am I?

### Reception Curriculum

Term 1	
<b>Text</b>	Colour Monster
<b>Unit Enquiry Question</b>	- Who am I?
<b>Engage/Hook</b>	Use and explore colour to make abstract self-portraits .
<b>Outcomes</b>	<p>Pupils to draw a self-portrait.</p> <p>Pupils to name the members of their family and important people in the community.</p> <p>Pupils to describe their own others physical features-hair colour, eye colour etc, explain how some features are the same or different to others.</p> <p>Pupils to know they have grown from being a baby.</p> <p>Pupils to sing entire songs</p>
<b>Global / National / Local themes</b>	To get to know the school grounds and local area around the school.
<b>Communication</b>	<p>Learning more words all the time.</p> <p>Answer a range of questions including why? and how?</p> <p>Two-channelled attention. Can listen and do and beginning to maintain attention for longer periods.</p> <p>Understands and carries out instructions with 2 or more parts.</p> <p>Use talk to organise themselves and their play and enjoy make believe play.</p> <p>Have mostly clear speech and be easily understood by others. (May have difficulty with a few sounds)</p>
<b>Personal, Social and Emotional Development</b>	<p><u>Jigsaw</u>-Being me in my world</p> <p>Begin to build constructive relationships. listening in to their peers as well as staff.</p> <p>Will begin to cooperate with friends and others</p> <p>Will follow instructions with less support.</p> <p>May recognise their own feelings.</p> <p>May begin to show they can manage needs such as washing hands.</p>
<b>Physical</b>	<p><u>REAL PE:</u></p> <p>- Social (dynamic and static balance)</p> <p>Rides trike using pedals.</p> <p>Hits ball with bat.</p>

	<p>Draws recognisable pictures with a level of detail</p> <p>Copies patterns   - O / \ X U Δ□</p> <p>Cuts around a picture or shape with scissors</p> <p>Forms some letters correctly</p>
<b>Literacy</b>	<p><u>Word Reading</u></p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Reads a few common exception words.</p> <p><u>Comprehension</u></p> <ul style="list-style-type: none"> <li>•Engage in conversation and can answer questions when reading wordless fiction and nonfiction books.</li> <li>•Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.</li> <li>•Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences</li> </ul> <p><u>Writing</u></p> <p>Forms letters within their name without name card to support</p> <p>Children apply the correct GPC for phase 2 sounds, forming initial sounds in words.</p> <p>They use known phonemes explore medial and end sounds in CVC words</p>
<b>Mathematics</b>	<p>Children can talk about passage of time through days of the week and months of the year.</p> <p>Children can follow AB ABB patterns.</p> <p>Children can orally count past 10.</p> <p>Children are able to recognise some numbers 0-10.</p>
<b>Understanding the world</b>	<p>Know and name family members and important members of the community (e.g., Mrs Nixon, Mrs Clark, Father Stephen)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Explore the natural world around them.</p>
<b>Expressive arts and design</b>	<p>Know how to use artistic effects to express ideas.</p> <p>To draw people with bodies of appropriate size and sausage body parts.</p> <p>Remember and sing entire songs.</p>

Play instruments with increasing control.